

1.1 Motif and controlled development: supported rehearsal

Name: _____ Class: _____ Date: _____

Total: 6 marks

Objective

Supported preparation: Create and vary a movement motif with artistic intention; Evaluate space, time, energy and relationships through recorded rehearsal. This is original rehearsal, not completion of the assessed task.

1 Key knowledge and worked examples

A motif is a recurring movement idea. Develop it through time, space, scale, repetition and contrast, choosing a variable that serves an intention. Safe teacher supervision governs any physical trial; a written plan is preparation rather than performance evidence.

Movement motif: test time without changing the sequence

Same movement; different timing



Trial A: a slow pause

Trial B: immediate acceleration

Original phrase: reach, pause, turn. Version A keeps a two-count pause; B moves straight into the turn. Annotate a test for hesitation.

Keep movement order, space and performer comparable while changing the pause. A longer stillness may foreground hesitation; immediate transition may suggest urgency. These are hypotheses about communication, not guaranteed audience re-

sponses. Record actual trials and feedback only after approval.

2 Practice

2.1 For the worked case, identify the evidence and a conclusion it can support. Explain one material limit. [3]

3 Exam-style questions

3.1 Propose a direction change that tests conflict while keeping the motif recognizable. Give a reasoned answer, evidence or method, and a relevant qualification. [3]

Solutions

2.1 Keep movement order, space and performer comparable while changing the pause. A longer stillness may foreground hesitation; immediate transition may suggest urgency. These are hypotheses about communication, not guaranteed audience responses. Record actual trials and feedback only after approval. Authored points for identifying relevant evidence, explaining a supported inference and a material limit.

3.1 Retain reach-pause-turn order but direct the reach away from the eventual turn, then compare with aligned directions in safe approved trials. Explain the intended opposition and test actual communication. Larger amplitude alone would change scale rather than clearly isolate direction. Authored points for a relevant judgement, reason tied to the case and justified qualification or method. Accept a supported alternative.